

## MYRTLE BEACH ELEMENTARY

3101 Oak Street  
Myrtle Beach, South Carolina 29577

**GRADES** 2-3 Elementary School

**ENROLLMENT** 536 Students

**PRINCIPAL** Renea Fowler 843-448-1774

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**EXCELLENT**

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 7         | 54   | 32      | 0             | 0              |

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

|             | <b>Absolute Rating</b> | <b>Improvement Rating</b> | <b>Adequate Yearly Progress</b> |
|-------------|------------------------|---------------------------|---------------------------------|
| <b>2001</b> | Excellent              | Excellent                 | N/A                             |
| <b>2002</b> | Excellent              | Good                      | N/A                             |
| <b>2003</b> | Excellent              | Excellent                 | Yes                             |
| <b>2004</b> | Excellent              | Excellent                 | Yes                             |

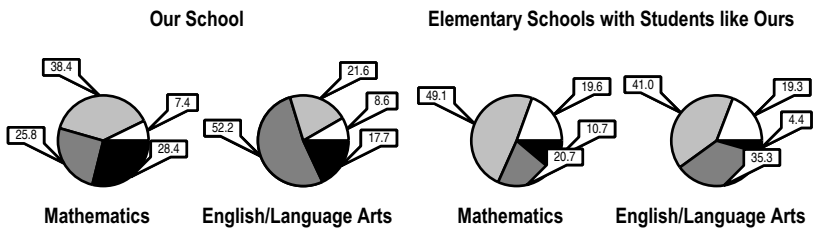
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

2.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

|   |                    |   |
|---|--------------------|---|
|    | <b>Advanced</b>    | Very high score; very well prepared to work at next grade level; exceeded expectations  |
|  | <b>Proficient</b>  | Well prepared to work at next grade level; met expectations   |
|  | <b>Basic</b>       | Met standards; minimally prepared, can go to next grade level   |
|  | <b>Below Basic</b> | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

|  | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced (adj.)</i> | <i>Performance<br/>Objective Met</i> | <i>Participation<br/>Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| <b>English/Language Arts - State Performance Objective = 17.6%</b> |   |                 |                      |                |                     |                   |   |                                      |  |
| All Students   | 266   | 97.7            | 6.9                  | 22.8           | 52.2                | 18.1              | 78.4  | Yes                                  | Yes                                    |
| <b>Gender</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Male   | 146   | 98.6            | 9.2                  | 26.0           | 52.7                | 12.2              | 72.5  |                                      |  |
| Female   | 120   | 96.7            | 4.0                  | 18.8           | 51.5                | 25.7              | 86.1  |                                      |  |
| <b>Racial/Ethnic Group</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| White  | 166   | 100.0           | 3.9                  | 15.8           | 57.2                | 23.0              | 86.2  | Yes                                  | Yes                                    |
| African-American   | 66  | 100.0           | 16.1                 | 42.9           | 35.7                | 5.4               | 55.4  | Yes                                  | Yes                                    |
| Asian/Pacific Islanders  | 8   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| Hispanic   | 22  | 77.3            | 6.7                  | 26.7           | 60.0                | 6.7               | 73.3  | I/S                                  | I/S                                    |
| American Indian/Alaskan  | 1   | I/S             | I/S                  | I/S            | I/S                 | I/S               | I/S   | I/S                                  | I/S                                    |
| <b>Disability Status</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Not disabled   | 221   | 97.3            | 3.1                  | 20.2           | 56.5                | 20.2              | 85.5  |                                      |  |
| Disabled   | 45  | 100.0           | 25.6                 | 35.9           | 30.8                | 7.7               | 43.6  | I/S                                  | I/S                                    |
| <b>Migrant Status</b>  |   |                 |                      |                |                     |                   |   |                                      |  |
| Migrant  | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A   |                                      |  |
| Non-migrant  | 266   | 97.7            | 6.9                  | 22.8           | 52.2                | 18.1              | 78.4  |                                      |  |
| <b>English Proficiency</b>   |   |                 |                      |                |                     |                   |   |                                      |  |
| Limited English Proficient   | 18  | 66.7            | 9.1                  | 27.3           | 63.6                | 0.0               | 63.6  | I/S                                  | I/S                                    |
| Non-Limited English Proficient                                     | 248   | 100.0           | 6.8                  | 22.6           | 51.6                | 19.0              | 79.2  |                                      |  |
| <b>Socio-Economic Status</b>                                       |   |                 |                      |                |                     |                   |   |                                      |  |
| Subsidized meals   | 148   | 96.0            | 10.1                 | 34.5           | 48.7                | 6.7               | 66.4  | Yes                                  | Yes                                    |
| Full-pay meals   | 118   | 100.0           | 3.5                  | 10.6           | 55.8                | 30.1              | 91.2  |                                      |  |

|  |     |       |      |      |      |      |      |     |     |
|--|-----|-------|------|------|------|------|------|-----|-----|
| <b>Mathematics - State Performance Objective = 15.5%</b> |     |       |      |      |      |      |      |     |     |
| All Students   | 266 | 100.0 | 7.7  | 38.3 | 26.0 | 28.1 | 69.8 | Yes | Yes |
| <b>Gender</b>  |     |       |      |      |      |      |      |     |     |
| Male   | 146 | 100.0 | 8.3  | 37.1 | 27.3 | 27.3 | 68.9 |     |     |
| Female   | 120 | 100.0 | 6.8  | 39.8 | 24.3 | 29.1 | 70.9 |     |     |
| <b>Racial/Ethnic Group</b>                               |     |       |      |      |      |      |      |     |     |
| White  | 166 | 100.0 | 6.6  | 26.3 | 30.3 | 36.8 | 78.3 | Yes | Yes |
| African-American   | 66  | 100.0 | 7.1  | 66.1 | 17.9 | 8.9  | 50.0 | Yes | Yes |
| Asian/Pacific Islander                                   | 8   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| Hispanic   | 22  | 100.0 | 16.7 | 61.1 | 16.7 | 5.6  | 55.6 | I/S | I/S |
| American Indian/Alaskan                                  | 1   | I/S   | I/S  | I/S  | I/S  | I/S  | I/S  | I/S | I/S |
| <b>Disability Status</b>                                 |     |       |      |      |      |      |      |     |     |
| Not disabled   | 221 | 100.0 | 4.6  | 39.8 | 26.5 | 29.1 | 73.5 |     |     |
| Disabled   | 45  | 100.0 | 23.1 | 30.8 | 23.1 | 23.1 | 51.3 | I/S | I/S |
| <b>Migrant Status</b>                                    |     |       |      |      |      |      |      |     |     |
| Migrant  | N/A | N/A   | N/A  | N/A  | N/A  | N/A  | N/A  |     |     |
| Non-migrant  | 266 | 100.0 | 7.7  | 38.3 | 26.0 | 28.1 | 69.8 |     |     |
| <b>English Proficiency</b>                               |     |       |      |      |      |      |      |     |     |
| Limited English Proficient                               | 18  | 100.0 | 21.4 | 64.3 | 7.1  | 7.1  | 64.3 | I/S | I/S |
| Non-Limited English Proficient                           | 248 | 100.0 | 6.8  | 36.7 | 27.1 | 29.4 | 70.1 |     |     |
| <b>Socio-Economic Status</b>                             |     |       |      |      |      |      |      |     |     |
| Subsidized meals   | 148 | 100.0 | 10.7 | 50.8 | 24.6 | 13.9 | 57.4 | Yes | Yes |
| Full-pay meals   | 118 | 100.0 | 4.4  | 24.8 | 27.4 | 43.4 | 83.2 |     |     |

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

|                              |                | <i>Enrollment 1<sup>st</sup><br/>Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and<br/>Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| <b>English/Language Arts</b> |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 300   | 99.0            | 11.2                 | 35.1           | 43.0                | 10.8              | 53.8                                 |
|                              | <b>Grade 4</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 5</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 266   | 100.0           | 7.2                  | 24.1           | 52.2                | 16.5              | 68.7                                 |
|                              | <b>Grade 4</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 5</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>Mathematics</b>           |                |   |                 |                      |                |                     |                   |                                      |
| <b>2003</b>                  | <b>Grade 3</b> | 300   | 100.0           | 13.0                 | 43.5           | 24.1                | 19.4              | 43.5                                 |
|                              | <b>Grade 4</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 5</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
| <b>2004</b>                  | <b>Grade 3</b> | 266   | 100.0           | 8.0                  | 41.0           | 23.7                | 27.3              | 51.0                                 |
|                              | <b>Grade 4</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 5</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 6</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 7</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |
|                              | <b>Grade 8</b> | N/A   | N/A             | N/A                  | N/A            | N/A                 | N/A               | N/A                                  |

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

|   | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 536)   |            |                       |  |                          |
| First graders who attended full-day kindergarten                                | N/R        | N/C                   | 100.0%                                     | 100.0%                   |
| Retention rate  | 3.2%       | Up from 2.6%          | 3.0%                                       | 2.7%                     |
| Attendance rate   | 96.5%      | No change             | 96.3%                                      | 96.4%                    |
| Students with disabilities other than speech taking PACT (ELA) off grade level  | 5.0%       |                       | 5.0%                                       | 4.6%                     |
| Students with disabilities other than speech taking PACT (Math) off grade level | 2.6%       |                       | 3.8%                                       | 3.5%                     |
| Eligible for gifted and talented  | 21.8%      | Down from 24.4%       | 14.7%                                      | 13.5%                    |
| On academic plans   | N/AV       | N/AV                  | N/A  | N/AV                     |
| On academic probation   | N/AV       | N/AV                  | N/A  | N/AV                     |
| With disabilities other than speech   | 11.3%      | Up from 10.7%         | 9.2%                                       | 8.2%                     |
| Older than usual for grade  | 1.9%       | Up from 0.7%          | 0.9%                                       | 0.9%                     |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses      | 0.9%       | Down from 1.1%        | 0.0%                                       | 0.0%                     |
| Teachers (n= 38)  |            |                       |  |                          |
| Teachers with advanced degrees  | 52.6%      | Up from 44.7%         | 50.0%                                      | 51.4%                    |
| Continuing contract teachers  | 81.6%      | Down from 84.2%       | 90.2%                                      | 87.5%                    |
| Highly qualified teachers**   | 94.3%      | N/A                   | 94.1%                                      | 95.0%                    |
| Teachers with emergency or provisional certificates                             | 3.1%       |                       | 0.0%                                       | 0.0%                     |
| Teachers returning from previous year   | 81.1%      | Down from 82.2%       | 87.1%                                      | 86.7%                    |
| Teacher attendance rate   | 96.6%      | Up from 96.0%         | 95.0%                                      | 94.9%                    |
| Average teacher salary  | \$40,112   | Up 1.1%               | \$40,760                                   | \$40,760                 |
| Prof. development days/teacher  | 14.0 days  | Up from 8.7 days      | 12.4 days                                  | 12.4 days                |

School

|   |           |                     |           |           |
|---|-----------|---------------------|-----------|-----------|
| Principal's years at school                   | 1.0       | Down from 2.0       | 4.0       | 4.0       |
| Student-teacher ratio in core subjects        | 19.5 to 1 | Down from 20.5 to 1 | 19.2 to 1 | 18.9 to 1 |
| Prime instructional time                      | 92.8%     | Up from 91.9%       | 90.0%     | 90.0%     |
| Dollars spent per pupil*                      | \$6,580   | Up 10.1%            | \$5,798   | \$6,044   |
| Percent of expenditures for teacher salaries* | 63.3%     | Down from 67.9%     | 66.0%     | 65.9%     |
| Opportunities in the arts                     | Good      | No change           | Good      | Good      |
| Parents attending conferences                 | 99.0%     | No change           | 99.0%     | 99.0%     |
| SACS accreditation                            | Yes       | No change           | Yes       | Yes       |
| Character development program                 | Excellent | N/A                 | Good      | Good      |

\* Prior year audited financial data are reported.

|   | Our District    | State               |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools**  | 87.9%           | 92.0%               |
| Highly qualified teachers in high poverty schools** | 92.8%           | 91.1%               |
|   | State Objective | Met State Objective |
| Highly qualified teachers in this school**          | 65.0%           | Yes                 |
| Student attendance in this school                   | 95.3%           | Yes                 |

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Myrtle Beach Elementary celebrated another banner year during 2003-2004. Our school worked hard to continue to meet the academic, social, emotional, and physical needs of each our students on a daily basis. Myrtle Beach Elementary continues to partner with outside resources to ensure community bonding. We were Gold Award recipients of the South Carolina Palmetto Gold and Silver Awards Program for the third year in a row. This year we received the distinguished honor of making "Adequate Yearly Progress." This honor assures us that we are focused on ensuring learning for all students at Myrtle Beach Elementary.

Throughout the year we have assessed student progress, analyzed the data and made appropriate academic program changes in order to meet the needs of each individual student. Our district has implemented MAP testing, which allows us to assess students up to four times a year and receive immediate feedback from the testing in order to make necessary programming changes. Teachers analyzed the data by teams and made adjustments to meet individual student needs. This assessment has proven to be a wonderful tool for our school. Our school is looking forward to the correlation we expect to see with PACT testing results. The MAP testing allowed us to predict student performance for PACT throughout the year.

Myrtle Beach Elementary has a strong staff of highly qualified individuals who worked hard to provide daily instruction within the school day but also assist in providing opportunities beyond the regular school day. Our comprehensive remediation after-school program served over 150 students from October to May. Numerous teachers provided individual student tutoring after school to address identified weaknesses from regular assessments. Our school is also extremely appreciative of the large number of volunteers and mentors we team with in order to assist our students academically. Coastal Carolina University assisted us this year in providing mentors for a number of students. This community teamwork builds success. Likewise, our students participated in events such as The Leukemia and Lymphoma Society's Pennies for Patients, Helping Hand, Recycle America and Jump Rope for Heart.

This year, our PTO increased our music instrument inventory with dulcimers and recorders. They provided extracurricular resources to enhance learning such as daily planners for students, SC Newsweekly newspaper, additional books for our media center, purchasing of computers and accessories, yearbook sales, and numerous teacher needs, just to mention a few. Our PTO assisted with our "Singing Sea Raiders" performances, our school-wide Spring Musical, Fall Festival, Field Days, Staff Appreciation, and much, much more.

We are grateful for all the T.E.A.M. work we receive at Myrtle Beach Elementary because when you believe that "Together Everyone Achieves More" the possibilities are endless of the success our children can make.

Renea Fowler, Principal

Beth Hastie, School Improvement Chairperson 2003-04

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

|   | <b>Teachers</b> | <b>Students*</b> | <b>Parents*</b> |
|---|-----------------|------------------|-----------------|
| <b>Number of surveys returned</b>                             | 36              | 242              | 140             |
| <b>Percent satisfied with learning environment</b>            | 97.0%           | 91.6%            | 92.0%           |
| <b>Percent satisfied with social and physical environment</b> | 88.2%           | 90.4%            | 92.8%           |
| <b>Percent satisfied with home-school relations</b>           | 97.2%           | 87.5%            | 81.4%           |

\*Only students at the highest elementary school grade level at this school and their parents were included.